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AUTHOR Westerhoff, John, III; McCune, Shirley
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ABSTRACT

The resource guide for secondary students and teachers is designed to introduce futures planning concepts for democratic social change and the skills necessary for effective planning. The objective is to help students understand the world realistically, to point out ways each person shares in world problems, and to instill the knowledge that they can make a positive contribution toward a solution. An additional aim is to offer a series of foundational learnings necessary for futures planning and to introduce steps to use in that plan. The teacher's guide outlines objectives for 22 topics, such as issues and causes, change and the power to change, learning how to be creative, creating alternatives, setting priorities and goals, framing objectives, finding strategies, and planning actions. Supportive learning activities are suggested for each topic including group essays, a debate, a mock trial, research, case studies, brainstorming, and evaluation. The student workbook contains activities reinforcing the concepts taught in each topic area. Sample activities include listing social problems and possible personal contributions to them, making deductions from a photograph, choosing one book to have on a desert island, ranking concepts, planning a personal utopia, setting social goals for the world in 2000 AD, listing contributions and hindrances to these goals, and planning specific objectives and actions that might lead to their realization. (CK)

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to make a Difference

Teacher's Guide

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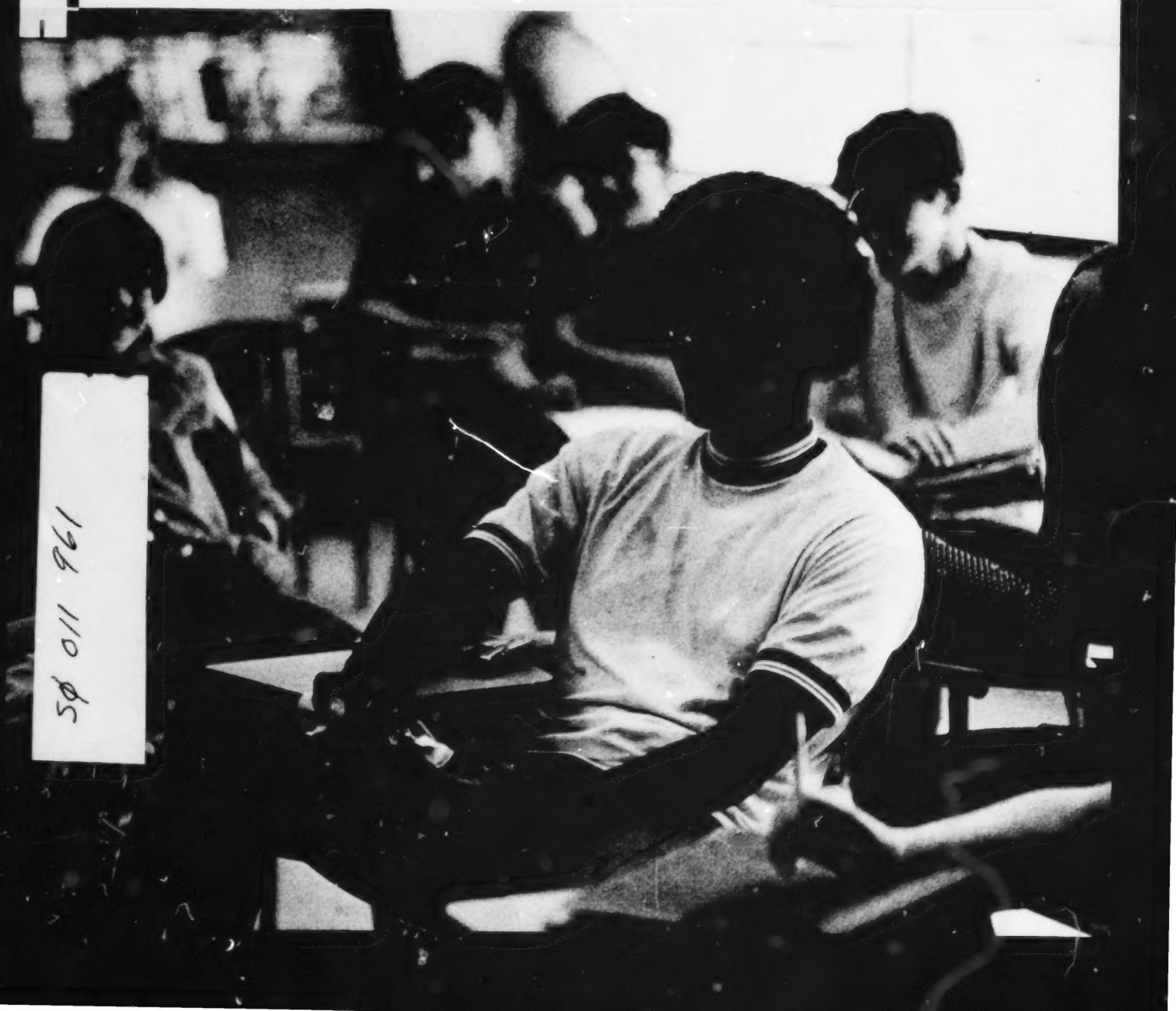

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Material developed by
John Westerhoff III, and
Shirley McCune.

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Introduction

As a nation and as a people we are entering our third century. Not only is it incumbent upon us to enhance our memories and be more appreciative of our past, but also to set our sights upon the future and unite in action toward common goals.

If we are to be free from the bondage of yesterday's limitations and if we are to be free to build upon tomorrow's possibilities, we will need to provide all our people with visions, hope, and power.

Without visions a people perish, for there is nothing for which to live. Without the hope that life can be different, there is no motivation to sacrifice and build. Without power to bring about change, there can be no alternative future.

Three goals for public education are to help students learn to envision alternative futures, to provide them with evidence that they can make a difference and therefore have reason to hope, and to help them acquire the skills necessary to bring about social change.

Citizens with skills in planning for democratic social change are essential to a just, humane, and progressive society. *To Make A Difference* intends to be a resource for students and teachers who want to learn how to plan for democratic social change.

Planning

Our record on planning for democratic social change is permeated with shortcomings. It isn't that we don't plan. Indeed, some days it seems that all we do is plan. Perhaps our problem lies in the ways we have learned to plan: four can readily be observed.

First is *Annual Planning*. Annual planning is locked into the yearly budget-making process. Each year we plan for the next by evaluating last year's difficulties and next year's needs. Thus our institution or organization is perpetuated, but change is minimal and unimaginative.

Second is *Crisis Planning*. This method is dependent upon the ability to react creatively to a current crisis. Without a crisis little changes. With a crisis change is typically reactionary.

Third is *Panacea Planning*. Panacea planning results from the publicity others receive. If someone else's program receives praise, panacea planning proceeds to reproduce, perhaps with an original wrinkle, that praiseworthy program. Once again change is reactionary.

Last is *Problem-Centered Planning*. This approach begins with an analysis of our problems and works toward a creative solution. While a useful method of planning, it — like the other three — begins with the present and moves to some short-range, unimaginative future. When the future is considered, it is envisioned as the future which is apt to be (a projection based upon an extension of the present) or as the future which can be (a projection based upon an analysis of the present). None encompasses dreams, provides hope of building a truly alternative future, or equips persons for engaging in democratic social change.

But there is an alternative: *Futures Planning*. Futures Planning begins with the future people dream about; it establishes a basis for acquiring hope; and it provides a means for turning dreams and hopes into reality. When engaged in by coalitions within our pluralistic society, there is the exciting potential of unified, democratic social change.

To Make A Difference is a high school student's resource (game book) whose aim is to introduce students to Futures Planning for democratic social change and to help them learn the necessary skills.

One possibility is to make these game books available to your students for individual use on their own time. It would be even better to incorporate their use within a unit of your curriculum. Therefore, this teacher's guide introduces the various exercises in the student's book and suggests group activities for the classroom. Further, you may find useful for your own life the steps on Futures Planning, as outlined in the student's book beginning on page 21.

Part I

Part one takes seriously the need for students to have a realistic understanding of the world, an awareness of their participation in its problems, and a sense that they can contribute positively to resolving these problems. Too frequently youth are presented with an idealistic understanding of the world, a perception that the world's problems are caused by others and have no realistic sense that they can constructively affect the world's destiny. The results are disastrous, for when youth discover how far the world falls short of their ideal, they react self-righteously or just cop out. Neither is socially constructive. Obviously, the five simple steps in the student game book only begin to deal with the important learnings related to these human needs. Additional classroom exercises will help.

1. "My World: Loves and Hates" aims to make students aware of how they understand their world and feel about it. Small groups designing and sharing non-verbal dramatizations of their understandings of the world would be a supportive learning activity. Group-written essays would also contribute to this aim as well as begin to help students learn how to work in groups—an essential learning for democratic social change.

2 "Facing Reality: Contrasts" aims to make students aware of the paradoxical nature of life. Issues such as racism or sexism could be presented to a class. One group of students could be asked to defend the positive gains already achieved and the other group could be asked to defend the negating factors remaining. Another possibility would be the creation of a movie on the theme of contrasting the good and evil in our society and its institutions.

3. "Issues and Causes" aims to help students realize that each of us, in some way, contributes to the world's problems and can likewise contribute to their resolution. A supportive activity would be a trial of some institutional group, such as a business, labor union, school, church/synagogue, or local government. The trial would give an opportunity to demonstrate how different persons are involved in some social issue as well as their positive and negative contributions.

4. "Yesterday, Today and Tomorrow: Reform to Reform" aims to help students understand that change, while constant and usual, is not always progressive. It is important to realize that our social responsibility is to work for reform and change in the light of our present understandings, always aware that in a few years our best reforms may be in need of reform. A supportive activity would be an investigation of educational reform in the nineteenth century and today's need to reform those earlier reforms. I.Q. tests are a good example.

5. "Necessary Change and the Power to Change" aims to introduce to students an awareness that they can envision necessary change and do something about it.

Part II

Part two presents a series of foundational learnings necessary for Futures Planning. "An Alternative Future" introduces Futures Planning and suggests the need to learn how to envision alternatives.

1. "Discoveries" represents an early step in learning how to be creative. Additional group metaphor writing would be helpful.

2. "The Unknown Known" moves one step further in learning how to solve problems creatively. A supportive activity would be to bury objects outside your school and take your class on an archaeological dig. The aim would be to help them discover what can be learned from an artifact. Others could discover what you can learn from a manuscript. Then present your class with artifacts and manuscripts from a short period of history. Let them, as a group, write the history of that period based upon these limited pieces of evidence. Next share with them a variety of historical accounts by professional historians of that period. Encourage them to compare and contrast their work.

3. "Creating Alternatives" aims to help students learn that it is important to develop numerous solutions to problems before choosing a particular one as best. A supportive class activity would be to line up a group of students at the front of your classroom. Have them come before the class, one at a time, creating different solutions to the same problem, such as this: Place a ruler on the floor, call it a river, and explain that they must get safely to the other side.

4. "Naming the Need" aims to help students learn to identify a true or fundamental need. Often, we are only aware of surface or symptomatic needs. In class you might have one group develop case studies for another group to resolve. The first step would be to name the true need to be addressed.

5. "Problem-Solving" aims to help students learn creative approaches to stated needs. A supportive activity would be small groups working on ads to communicate the "business" they believe education is in, for example, the X Razor Company is not in the razor business, but rather in the beauty business—that is why their ads look as they do. These ads can be posters or pieces of music for radio or short films for TV.

6. "What's in a Word?" aims to help students understand the meaning of words related to democratic social change. Continue the activity using the arts. Ask them to express what "peace," for example, would look like if they saw it on the street.

7. "Setting Priorities" aims to help students establish what is most important to them. Create other rank orderings, but give small groups of students brief amounts of time to reach group decisions on their priorities.

8. "Best of all Worlds" aims to help students learn to dream. Have students, in small groups, create dream trips. Suggest that the class members close their eyes and let the group slowly take their fellow students on their dream trip.

Part III

Part three introduces the steps in Futures Planning. They are presented in the game book as individual exercises; however, students must learn to plan with others. By working with both small groups and the whole class, students can learn to plan for democratic social change, especially if they work on real concrete issues in their own community.

1. "Building Visions" aims to have persons dream about their hoped-for-future. Have individuals write their own future scenarios and then share them with the class. Have class members record on newsprint those ideas they like most about each other's visions. Discuss these likes until there is consensus. Next have the class write their corporate vision.

2. "Tomorrow's Goals" aims to translate a group's vision into specific goals with priorities. Students may need help in learning to write goal statements, but once they know how to prepare goal statements, they can simply conduct this activity as a group. By preferential voting to determine their first, second, and third priorities, they can reach group consensus on a priority goal.

3. "Future Events" aims to move from a distant visionary future to a nearby manageable future. Have persons brainstorm in groups for possible concrete events, which, if they were occurring in two years, would contribute to their long-range goals. Brainstorming involves no judgement. Encourage "wild" thinking.

4. "Hope's Consequences" aims to have students learn that even our best ideas have both negative and positive consequences. They not only need to learn to establish criteria for evaluating which event is most significant for reaching their goal in the most realizable way, but also whether or not they are willing to pay the price of its actualization. This activity can be done simply in groups.

5. "Framing Objectives" aims to translate an event into a concrete, specific, measurable objective and to establish the importance of that objective for the students' goal and their continuing commitment to it. Students may need help in learning to write objectives, but it is important that they finally learn to do this with others.

6. "Understanding the Present" aims to help students return to the present and establish what forces are working to help or hinder them in reaching their end. They may need help in naming forces, but once they have done so, group brainstorming is the best way to proceed.

7. "Finding a Strategy" aims to help students conceive of the numerous approaches they could use to reach their objective in the light of their understanding of the present. They may need help in understanding a strategy.

8. "Necessary Actions" aims to help students learn to engage in step-by-step planning of who will do what, by what time.

9. "My Resolution" aims to help students make a commitment. A group commitment activity could be developed as well as a celebration to close this unit of learning. Hopefully students will now act. It will be important, therefore, that you return later to evaluate not only what they have done but also what they have learned.

to make a Difference

Planning for the Future

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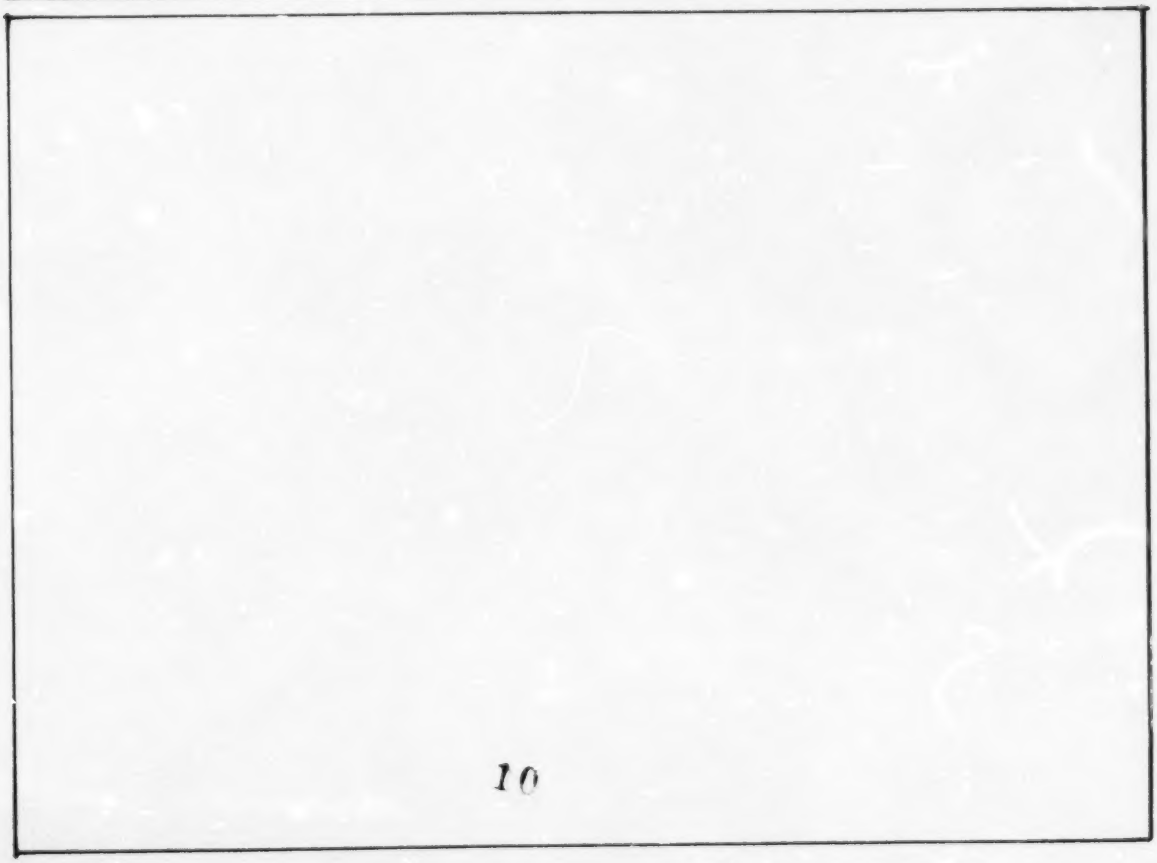
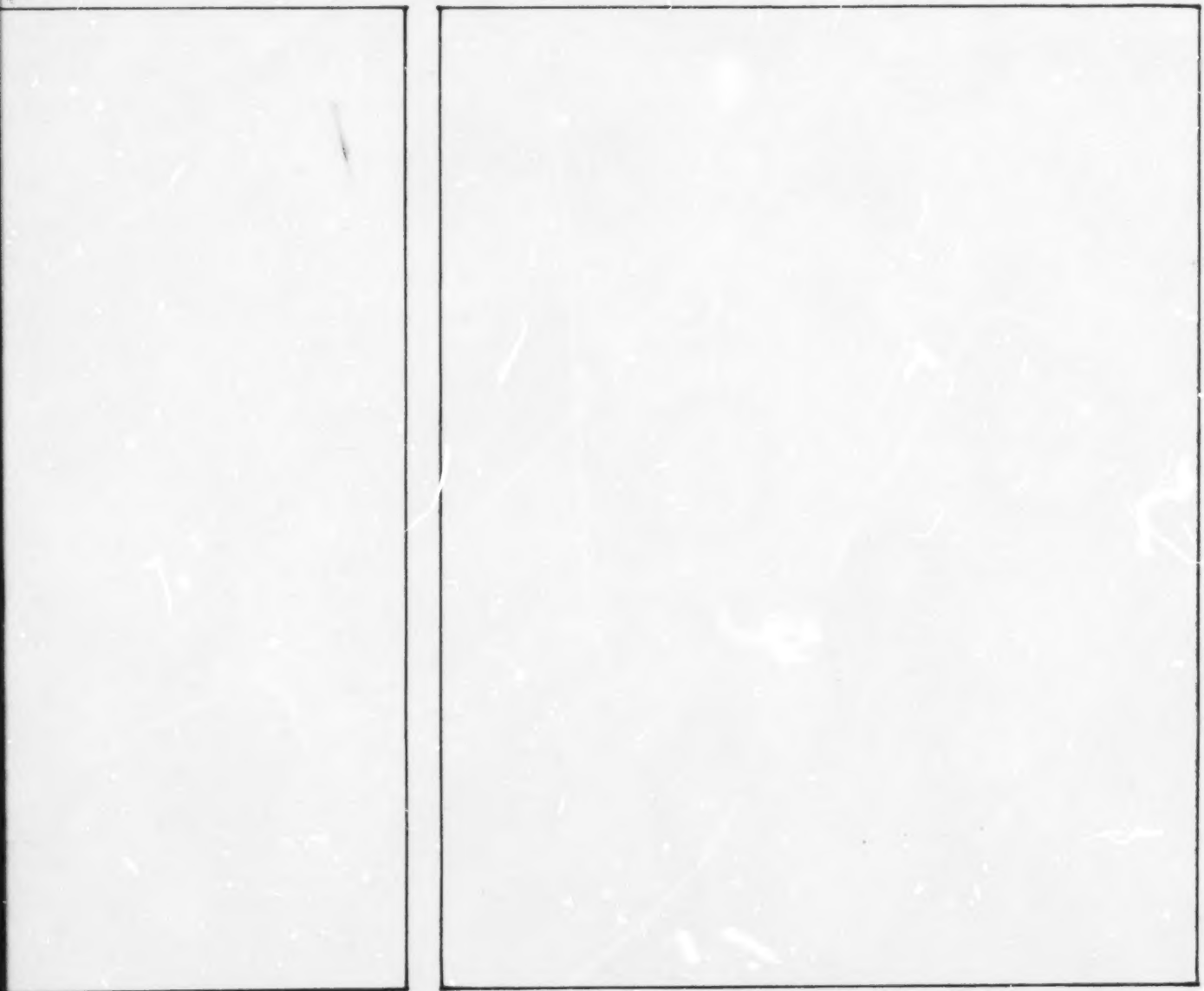
My World

Think about the world in which you live. What is life like in your hometown, state, nation, and world? Draw four sketches depicting life as you know it. Don't worry if you are not an artist. The drawings are for your benefit only; they are to help you express your view of the world and your feelings about it.



Loves and Hates



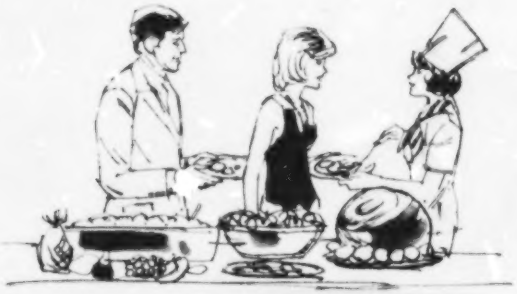
Facing Reality

What Do You See?

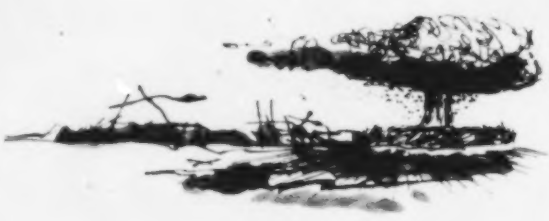
poverty/wealth (housing)

meaningful work/unemployment

Contrasts



hunger/plenty



13

war/peace

Issues and Causes

Yes, there is a great deal of good in the world and a great deal for which to be thankful. But there is also a great need for improvement and many problems to be addressed. List what you believe are the six most serious problems we face today:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

It is sometimes difficult to admit it, but in many ways we all contribute to these problems. In order that we might become part of the solution rather than the cause, we need to become aware of how we and the groups we participate in contribute to the problem. Reflect and list the ways each of the following participate in your stated problems:

ME

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

MY FAMILY

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

MY COMMUNITY

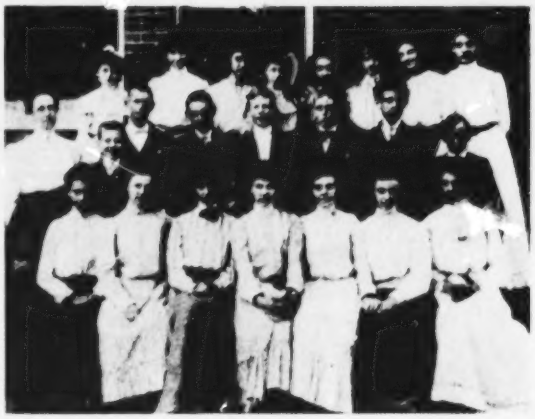
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

MY SCHOOL

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Yesterday Today & Tomorrow

Date these pictures. Write the proper date—1898, 1905, 1915, 1923, 1932, 1988—under each one.



_____

_____

_____

_____

_____

_____

(For answers, see page 31)

Necessary Change

Study This Picture Carefully

racism/sexism

Is There Anything You Would Like To Change?

Change it!

Artist line drawing of outline of photo p. 10

You Can Make Life Different!

WELCOME TO A NEW SORT OF GAME BOOK FOR THOSE WHO WOULD LIKE TO BELIEVE THAT THEY CAN MAKE A DIFFERENCE IN THIS WORLD AND WOULD LIKE TO LEARN HOW TO MAKE TOMORROW DIFFERENT FROM TODAY.

OF COURSE THERE IS NOTHING MAGICAL ABOUT THIS BOOK, IT DOESN'T GUARANTEE SUCCESS. LIFE IS COMPLEX. OUR BEST-LAID PLANS SOMETIMES FAIL. EVEN SOME OF OUR MOST EXCITING REFORMS IN A FEW YEARS BECOME EVILS IN NEED OF REFORM. LIFE INSN'T ALL BAD. CHANGE IS NOT ALWAYS GOOD. SOME OF OUR BEST IDEAS TURN OUT TO BE OLD NEWS. BUT AS LONG AS LIFE IS LESS THAN PERFECT FOR EVERYONE, SENSITIVE PERSONS WILL SUFFER DESPAIR, CREATIVE PERSONS WILL HAVE VISIONS OF ALTERNATIVES, AND ALL OF US WILL HOPE FOR A BETTER WORLD.

TODAY IS NO EXCEPTION. THE TROUBLE IS THAT MOST OF US NEED ENCOURAGEMENT AND HELP TO FACE THE WORLD'S PROBLEMS, TO DREAM OF A BETTER TOMORROW, TO PLAN FOR CHANGE AND TO ACT FOR AN ALTERNATIVE FUTURE.
THIS GAME BOOK INTENDS TO HELP YOU REACH THESE GOALS. USE IT ALONE OR IN A GROUP. HAVE FUN AND GOOD LUCK.

You Are A Problem-Solver—

How is a balloon like a lung? Both will expand when full of air. Both will collapse if a hole is put in them. Got the idea? Try your hand at the following:

How is a flower like a person?

How is a mirror like history?

How is a positive different from a negative?

How is equality different from sameness?

The Unknown Known

You Are An Archeologist—

What is this? _____

How old is it? _____

Where is it from? _____

Defend your answers. That is, explain how you solved this problem.

_____

_____

_____

_____

_____

_____

_____

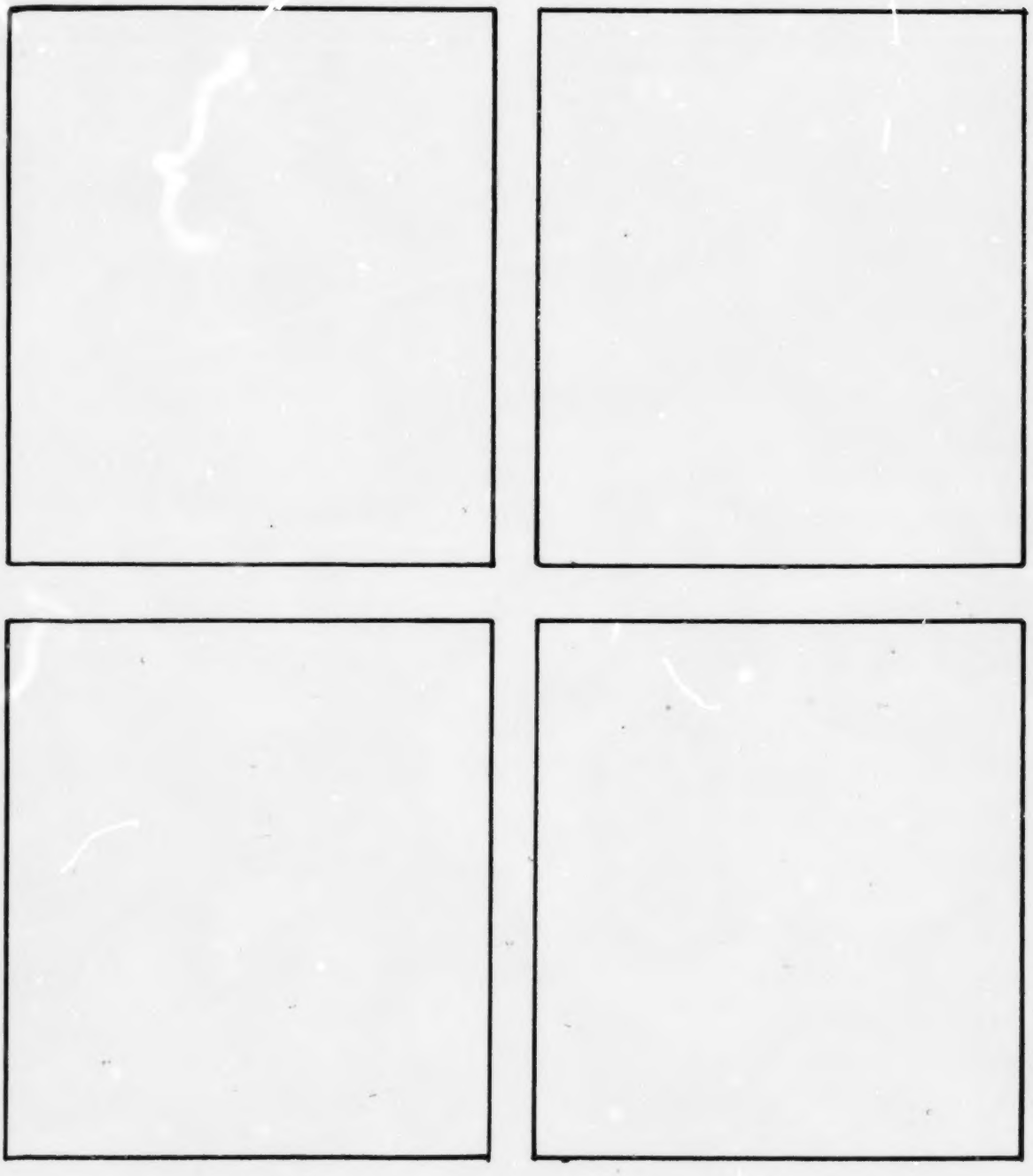
(For answers, see page 30)

_____

Creating Alternatives

You Are A Magazine Designer—

Create four different magazine cover sketches.
The name of your magazine is LEARNING
The theme of this issue is "Social Change."



Circle your first choice for a cover. Describe why you believe it is the best solution to your problem.

You Are An Adventurer—

You are stranded on a desert island against your will. You are alone. If you were fortunate enough to have a book with you, what would you wish were its subject?

_____

Why?

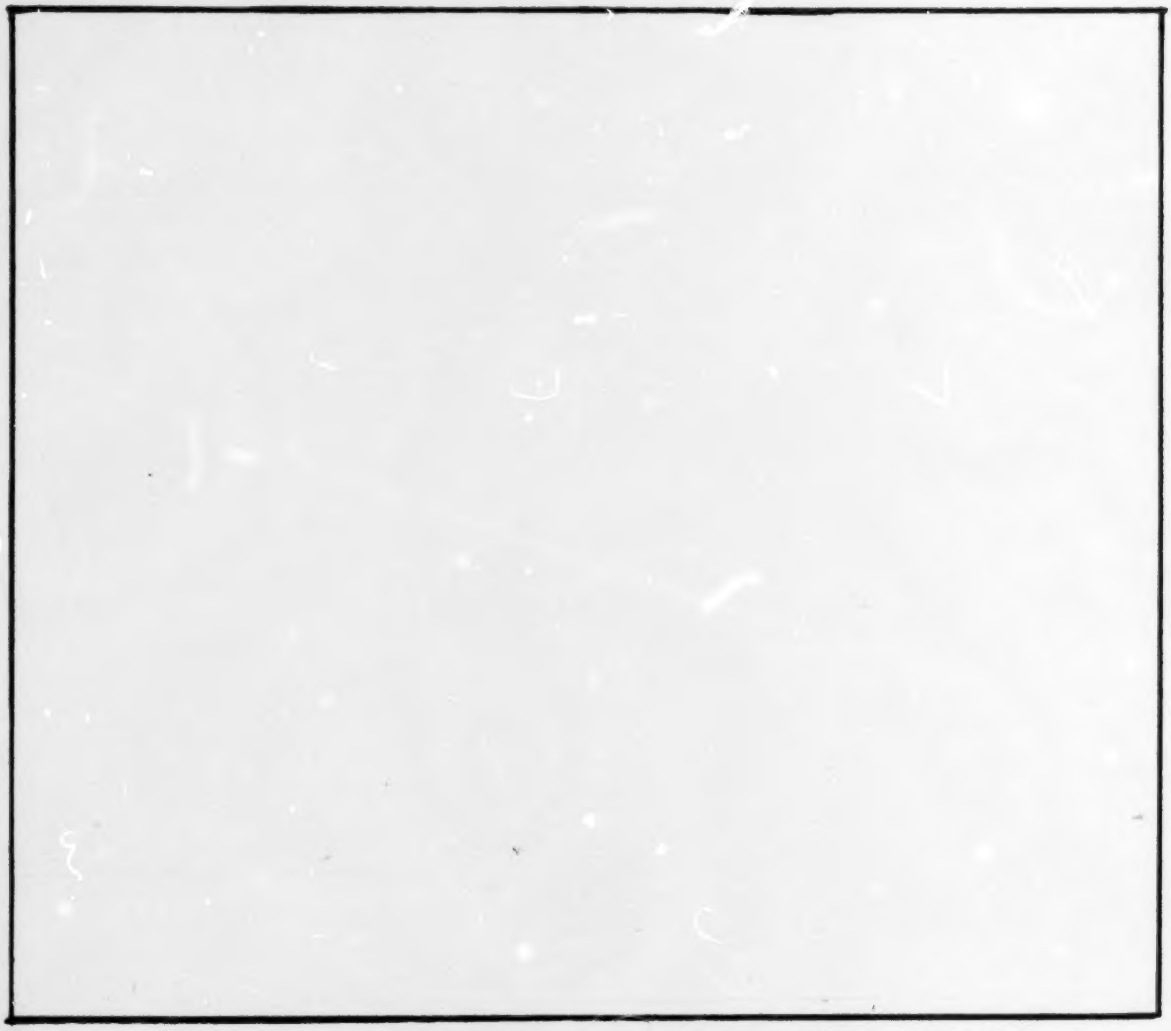
_____

_____

(For answers, see page 30)

Problem-Solving

You Are A Set Designer—



Design a set for a play about the year 3000 A.D. This scene takes place in a new "high school." Diagram your set, label it, and then write an outline for the action which will take place in it below:

What's in a Word

You Are A Writer:

Consider each word below and write a sentence describing what it would look like if it were to exist.

JUSTICE _____

COMMUNITY _____

PEACE _____

LIBERATION _____

EQUALITY _____

DIVERSITY _____

SECURITY _____

HEALTH _____

WELL-BEING _____

WHOLENESS _____

FREEDOM _____

HAPPINESS _____

DEMOCRATIC SELF-DEVELOPMENT _____

Setting Priorities

You Are A Decision-Maker—

Rank in order according to your preference, your first, second, and third choices from among the following by placing a "1", "2", or "3" before each option:

A. The most serious problem in the United States today is
☐ transportation ☐ hunger ☐ discrimination

B. If you could have only one of the following freedoms, which would it be?
☐ participate in democratic process ☐ accumulate wealth ☐ worship as desired

C. Which of the following issues pose the greatest threat to the future?
☐ air pollution ☐ crime and violence ☐ poverty and overpopulation

D. Which Federally funded program would you prefer to cut back?
☐ education ☐ defense ☐ welfare

E. Where should we spend more money?
☐ slum clearance ☐ space programs ☐ economic aid to foreign countries

F. The future would be brighter if we could eliminate
☐ racism ☐ sexism ☐ classism

Reflect on your answers:

I learned that _____

_____

I was surprised that _____

_____

I am troubled by _____

_____

The Best of All Worlds

You Are A Dreamer—

If you were given—

unlimited amounts of money to use any way you desire

a magic key to open any door which prevents you from reaching your goals

rose colored glasses for all the people you meet, so that they will share your hopes and visions.

What would you want to eliminate or change?

What would you want to save, develop, or build upon?

For what ends or purposes would people be living their lives?

You Are A Planner—

You are a newspaper writer. You have been asked by your editor to write a special article describing life in the year 2000 A.D. as you would like it to be. Use your imagination. Dream. Don't let the problems or possibilities of today influence you. Describe the best of all possible worlds. Describe what the world you hope for would look like. Share your vision for the future with your reader.

Tomorrow's Goals

Review your newspaper vision. Translate that vision into a series of goals for the future. A goal is a general statement of a single, clear, hoped-for end. For example: "All the world is well-nourished."

MY GOALS FOR 2000 A.D :

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Circle the goal which is the most important to you.

Futurible Events

The year 2000 is a long way off. Think of two years from today. List as many events as you can, events that you believe would help your priority goal for the future to come true. For example if your goal was "A world where everyone is well-nourished," you might list an event like this: "Less fertilizer is being used in the United States and instead is being sent to other countries so they can grow more grain." Try it with your goal.

MY PRIORITY GOAL IS _____

_____

POSSIBLE FUTURE EVENTS FOR TWO YEARS FROM NOW WHICH WOULD CONTRIBUTE TO THE REALIZATION OF THAT GOAL ARE:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Hope's Consequences

Consider all of your future events. Evaluate each according to the following criteria:

a. It is an event you believe could occur in two years.

b. It is an event you wish would occur.

c. It is an event you believe you can do something about.

Check all those events which meet these criteria and then circle the event about which you are most enthusiastic.

MY PRIORITY EVENT IS:

_____

_____

Should this event occur, list in two columns its positive and negative consequences:

+	—

Do you still desire this event? If not, formulate another:

_____

_____

When you are clear on the event that you desire and that you believe will help you reach your long-range goal, proceed to the next step.

Framing Objectives

MY PRIORITY GOAL IS _____

MY PRIORITY EVENT IS _____

Restate your event as an objective for yourself and your family and community. An objective is a specific, measurable end your desire. For example, "By the end of 1976 at least 25 percent of the homes in Vision Town will have returned their lawns to nature and shipped the fertilizer they would have used to a farmers' mission in India."

MY OBJECTIVE IS _____

_____

_____

It will contribute to my goal because _____

_____

_____

I desire it because _____

_____

_____

I believe I can help make it occur because _____

_____

_____

MY PRIORITY OBJECTIVE IS _____

_____

What forces will encourage or discourage my objective from occurring? A force is a person, a group, finances, a situation, or anything else.

Encourage	Discourage

How can I use the encouraging forces to help me reach my objective:

_____

_____

_____

_____

_____

How can I deal with the discouraging forces so they will not prevent me from reaching my objective:

_____

_____

_____

_____

_____

Finding a Strategy

MY PRIORITY OBJECTIVE IS

MY UNDERSTANDING OF THE PRESENT SITUATION AS IT RELATES TO THE REALIZATION OF MY OBJECTIVE IS

MY RESOURCES FOR REACHING MY OBJECTIVE ARE:

MONEY

PEOPLE

Now, in the light of this information, develop at least two alternative strategies for reaching your objective. A Strategy is an overall design or approach, such as soliciting the support for your end from among a few chosen, already existing organizations or groups, or forming a new organization for your purposes, or initiating a campaign to put pressure on those in power to do your will. MY ALTERNATIVE STRATEGIES ARE:

1.

2.

3.

4.

Consider each of these strategies. Which is apt to be most successful, most easy for you to use? Decide!

MY CHOSEN STRATEGY WILL BE

Necessary Actions

MY PRIORITY OBJECTIVE IS _____

_____

Develop a plan, step-by-step, for reaching your objective:

WHAT NEEDS TO BE DONE	HOW WILL I DO IT	WHO WILL HELP	BY WHAT DATE

My Resolution

In the light of my vision, goal, objective, and action plan

I _____
your name

MAKE THIS CONTRACT:

BY _____
due date

I WILL LIVE BY THE FOLLOWING RESOLUTION:

_____

_____

_____

_____

_____

_____

I WILL GIVE A COPY OF THIS CONTRACT TO

_____
name of contract holder

WHO WILL CONTACT ME BY THE DUE DATE TO CELEBRATE WITH ME THE COMPLETION OF THIS CONTRACT

_____ _____
your signature signature of contract holder

Answers for YOU ARE AN ARCHEOLOGIST:

- a royal tomb
- before the birth of Jesus
- West Asia

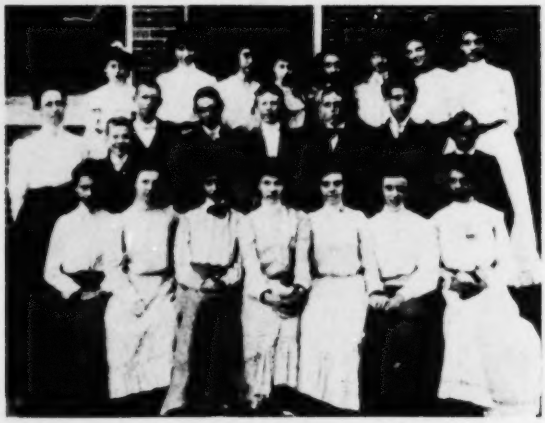
Answer for YOU ARE AN ADVENTURER:

A book on building canoes. Only then can you make a difference, change your situation, eliminate your problem, and get off the island.

Answer key for quiz on page 8.

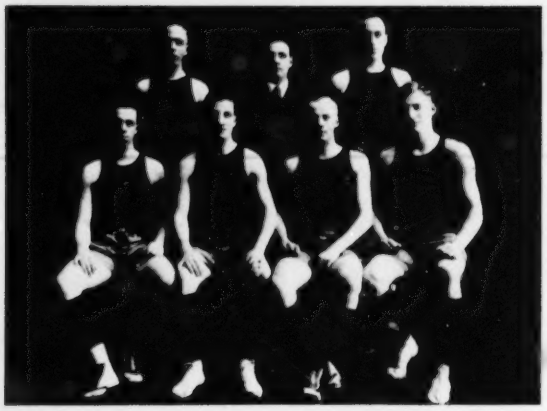
From Reform to Reform

Today is Different Than Yesterday . . .

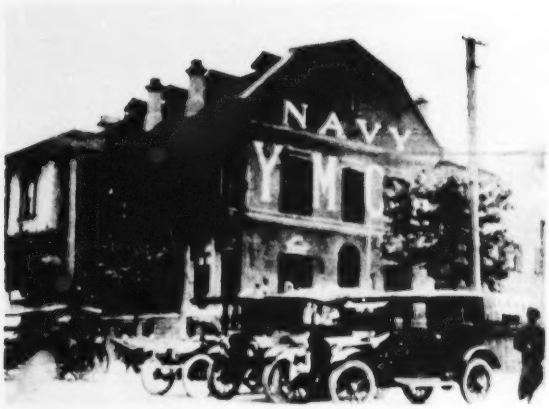


1898

1905

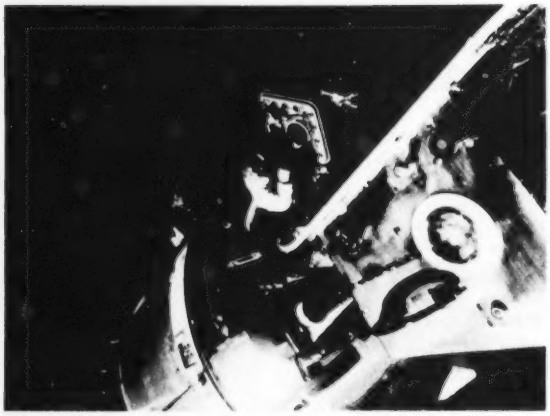


1915



1923

1932



1988

And Tomorrow Can Be Different Than Today!